



STATE OF MICHIGAN  
DEPARTMENT OF EDUCATION  
LANSING



JENNIFER M. GRANHOLM  
GOVERNOR

MICHAEL P. FLANAGAN  
SUPERINTENDENT OF  
PUBLIC INSTRUCTION

TO: State Board of Education  
FROM: Michael P. Flanagan, Chairman  
DATE: November 26, 2007

**SUBJECT: Approval of Proposed Performance Standards for MI-Access Participation, Supported Independence, and Functional Independence Grades 5 and 8 Science Assessments**

MI-Access is Michigan's alternate assessment program for students with significant cognitive disabilities who are unable to participate in the Michigan Educational Assessment Program (MEAP) or Michigan Merit Exam (MME) assessments.

The purpose of this agenda item is to present the proposed performance standards that will be recommended for use with the MI-Access Participation (P), Supported Independence (SI), and Functional Independence (FI) Science assessments. These science assessments were administered to students in grades 5 and 8 for the first time this fall. Grade 11 Science assessments will become operational in the spring of 2008, and the recommended standards for grade 11 will be brought forward to the Board at that time.

The performance standards adopted by the State Board of Education define three levels of performance: Surpassed the Performance Standard, Attained the Performance Standard, and Emerging Toward the Performance Standard. These performance level labels are also used for other MI-Access assessments.

The procedures described for setting these performance standards are consistent with the procedures used for previous MI-Access work of this type, as well as for the Michigan Educational Assessment Program (MEAP) and Michigan Merit Examination (MME).

The results of the standard-setting activities, including recommended performance standards, will be presented to the State Board of Education at its meeting on December 11, 2007, since standard setting is scheduled to occur December 5-6, 2007. The Michigan Technical Advisory Committee, comprised of nationally recognized measurement and statistics experts, has reviewed the standard-setting plan and is scheduled to review the standard-setting outcomes on December 10, 2007.

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Standard-setting will be carried out by three panels of Michigan educators and other stakeholders working under the direction of the MI-Access contractor and Department staff. Each panel will work on one of the following assessments/grade levels: Participation (P) – Science, Grades 5 and 8; Supported Independence (SI) – Science, Grades 5 and 8; or Functional Independence (FI) – Science, Grades 5 and 8.

Each panel (composed of 12-16 panelists) will spend two days reviewing the assessment instrument(s) assigned to them, individually judging the level of performance that students would need to achieve for each of the three performance levels, discussing these within their panel, and repeating this process twice, with additional performance information provided during each round.

Panelists will make their final judgments individually, and the resulting recommendations will represent a compilation of these individual judgments. The result of the standard-setting process will be recommended science performance standards for each assessment and grade level. At the end of the standard-setting process, panelists will be asked to indicate their level of confidence in the standards they have recommended and the processes used to reach them.

A second memo, providing a summary of the panelists' responses, the results of the standard-setting process, and a formal recommendation for cut scores will be presented to you at the December 11 board meeting.